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AUTHOR Alvir, Howard P.
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ABSTRACT

A process is outlined for developing an evaluation form that meets the following criteria: is relevant at local, state, and federal levels; short; objective; usable; statistically manageable; analytic; and fiscal. With standards in mind, the next step is to specify the kinds of information needed to meet state and federal requirements. Once the types of information needed are specified, determination is to be made of whether or not this information is available in the department. If not, the development of a data collection form may be indicated. The evaluation form is evolved through eleven stages: (1) review past evaluations for usable items and data; (2) identify additional observable items; (3) identify hard to observe items; (4) develop categories of acceptable evidence; (5) arrange items on a one-page form; (6) revise and field test the form; (7) revise the form; (8) field test the form on a new sample and make further revisions; (9) categorize items into an accepted model; (10) make any final revisions; and (11) develop summary pages for statistics. A number of examples are presented to illustrate the stages involved in constructing and revising an evaluation form. (BW)

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TITLE

The Evolution a Program Evaluation Form:

With Samples of:

Criteria

Procedures

Examples

A

Step-by-Step

Approach

Designed

for

Replication

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Futuristic Instructional Learning Module Systems

HOWARD P. ALVIR, Ph. D.
27 NORWOOD STREET
ALBANY, NEW YORK 12203

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EVALUATIONS

Before getting down to technical details, the would-be evaluator is asked to examine the next page, EVALUATION ESSENTIALS.

Filling in this page prepares the evaluator to extract the maximum assistance from the 10 stages of Evaluation identified in this document. This page should be filled in as completely as possible BEFORE reading the next sections. Each section should help the evaluator revise and improve the answers to questions asked on this page of EVALUATION ESSENTIALS.

Evaluation must be more than a how-to-do-it skill. The evaluator must have a clear idea of what is expected. It would be unprofessional to act upon any of the following: (1) All evaluations are alike; only the numbers differs; (2) all evaluations must be based upon countables; if you can't count it, you can't and shouldn't evaluate it; and (3) all evaluations are forever and irreversible; therefore, take forever if necessary to do a good job.

The following form helps avoid these three pernicious errors and many more besides.

RESUME

This document is intended to show would-be evaluators the process of developing an evaluation form that meets the following criteria:

1. RELEVANT at Local, State, and Federal levels
2. SHORT
3. OBJECTIVE
4. USABLE
5. STATISTICALLY MANAGEABLE
6. ANALYTIC
7. FISCAL

These criteria are explained on the next page, STANDARDS AND CHARACTERISTICS FOR THE EVALUATION FORM. Each criterion is treated as a CHARACTERISTIC for which ACCEPTABLE EVIDENCE has been specified.

It goes without saying that the form should be NON-DUPLICATIVE of information available elsewhere.

The next pages in this document show the step-by-step development of the form that finally met these specifications.

Each step is documented by its end product. This end product is preceded by a simple explanation.

Standards and Characteristics for the
EVALUATION FORM

need an evaluation form that has the following characteristics among others:

Characteristic	Acceptable Evidence
A. Revelant (Local level)	A. The form is derived from input given by local program staff and administrators during August
B. Relevant (State level)	B. The form is approved by the Division
C. Relevant (Federal level)	C. The form stresses accepted measures of program success as reported to Federal agencies
D. Short	D. The form must fit on one piece of paper
E. Objective	E. The form can be checked off by an informed staff member
F. Usable	F. The form is fieldtested successfully in several local programs in November and December
G. Statistically Manageable	G. The form is comparatively easy to tabulate and non-duplicative of existing BEDS and fiscal information
H. Analytic	H. The form provides a basis for immediate corrective action
I. Fiscal	I. The form stresses success measures that can be traced to dollar costs

The resulting form should have as many of the above characteristics as possible to implement before November 1. For example, the analytic and fiscal characteristics would seem to require high level approval and more time than available before the deadline.

With the above standards in mind, the next step is to specify the kinds of information needed to meet State and Federal requirements.

Once the kinds of information needed are specified, determination is to be made of whether or not this information is available in the Department.

If the information needed is not available in usable form, then development of a data collection form may be indicated.

PREFACE

Review of Related Literature

ERIC microfiche No. ED-092-595, AN EVALUATION SYSTEM THAT DOESN'T REQUIRE HYPER-EXPERTS FOR ITS DAY-TO-DAY OPERATION, stressed the use of accurate data in decision-making, especially in the allocation of resources.

ERIC microfiche No. ED-120-195, FUNDAMENTALS OF RESEARCH EVALUATION DESIGN, stressed the use of statistically significant data in decision-making, especially in the documentation of learner benefits.

ERIC microfiche No. ED-120-222, THE EVOLUTION OF AN EVALUATION FORM, stressed three phases of form development; namely: CONCEPTUAL-ization; ITEM-ization, and FINAL-ization. These phases are summarized in detail on the page entitled EVALUATION ESSENTIALS.

ERIC microfiche No. ED-120-617, TECHNICAL ASSISTANCE, stressed how a Community Education Program used document ED-120-222 to define its needs, goals, and objectives.

ERIC microfiche No. ED-123-241, THE EVOLUTION OF AN EVALUATION DESIGN, stressed how to apply ED-120-222 to the evaluation of special programs for the handicapped.

ERIC microfiche No. ED-135-059, ON-SITE EVALUATION, stressed how to conduct formative, that is, on-going, evaluation during routine supervisory visits.

This document, THE EVOLUTION OF AN EVALUATION INSTRUMENT: PART II, stresses the technical details of ED-120-222 in such a way as to show the non-specialized generalist how to develop an evaluation form that responds to the best available criteria of SUMMATIVE EVALUATION in terms of standards accepted and specified by the professionals being evaluated.

The INTRODUCTION which follows presents an overview of the PROCESS that led to the PRODUCTION of an effective instrument capable of measuring acceptable evidence of "good teaching" and "good learning."

INTRODUCTION

The following pages document the evolution and development of an evaluation instrument. Each stage of the development is numbered. Each stage is described in two sections:

A. WHAT WE DID
B. WHAT WE GOT

Here is an overview of each step.

Stage No.	Step Description (What We Got)
1	Past Evaluations
2	Additional Observables
3	Hard-to-Observe Items
4	Acceptable Evidence
5	Dead End
6	Fieldtest Version
7	Field Revision
8	Critical Revision
9	Categorized Observations
10	Final Revision

EVALUATION ESSENTIALS

Directions: Plan the evaluation by discussing the evaluation SKILLS listed on the left.
Summarize the discussion by answering the questions on the right.

Evaluation SKILLS	Evaluation QUESTIONS
1. Identify the purpose and audience for the evaluation. NOTES: _____	1A. What are the reasons for evaluating? _____ _____ _____ 1B. Who are the persons who need evaluation information? _____ _____ _____
2. Prepare a basic description of the program, project, or activity to be evaluated. NOTES: _____	2A. What is the best brief description you can give? _____ _____ _____ 2B. What are its most important objectives? _____ _____ _____
3. Establish evaluation guidelines consistent with the demands of funding agencies, policy, local concerns, and professional ethnics. NOTES: _____	3. What are the major guidelines from each of the following? 3A. Funding Sources: _____ _____ 3B. Policy Makers: _____ _____ 3C. Local Concerns: _____ _____ 3D. Professional Ethnics: _____ _____

STAGE 1 - PAST EVALUATIONS

1-A WHAT WE DID

We looked around for what had been done previously. We found many forms that were not quite what we wanted.

We eliminated all those that were not aimed at our target population.

Whenever we found an item that seemed appropriate, we added it to our collection.

1-B WHAT WE GOT

We ended up with seven good items, which are reproducted on the following pages.

These items had the following desirable characteristics:

They are:
a. OBSERVABLE
b. COUNTABLE
c. TALLYABLE
d. MEANINGFUL
e. IMPORTANT
f. COMPARABLE to data acquired in previous years

Community _____ Date _____

Location _____ Observer _____

Name of Teacher _____

1. Time of visitation: ☐ 9-12 ☐ 1-3 ☐ 5-7 ☐ 7-10

2. Program Identification

A. ☐ Locally funded
B. ☐ ABE
C. ☐ WEP
D. ☐ Other _____

3. Class Designation

A. ☐ ESL
B. ☐ 0-2
C. ☐ 3-4
D. ☐ 5-6
E. ☐ 7-8
F. ☐ Mixed
G. ☐ HSE

4. Availability of support staff (Check those available at site)

A. ☐ T-1-C (Administrator)
B. ☐ Counselor
C. ☐ Lab Specialist
D. ☐ Life Skills educator
E. ☐ Teacher assistant
F. ☐ Teacher aide
G. ☐ Testing aide
H. ☐ Recruiter

5. Adults present

A. ☐ 0-9
B. ☐ 10-20
C. ☐ 21-Over

6. Adults currently registered

A. ☐ 0-9
B. ☐ 10-20
C. ☐ 21-Over

7. Average attendance during last five class days

A. ☐ 0-9
B. ☐ 10-20
C. ☐ 21-Over

STAGE 2 - ADDITIONAL OBSERVABLES

2-A WHAT WE DID

We agreed that the items approved so far were easy to observe. We also felt that other things could be observed at the same time.

We wrote down these additional items and added a set of directions. We added easy-to-tabulate response spaces. We left room for other relevant observations.

2-B WHAT WE GOT

We developed another form, which is reproduced on the following page.

This form had the following characteristics:

a. All items were observable.
b. The directions were clear.
c. It was simple to complete.
d. Tabulation was easy.
e. Space was provided for other important observations that were relevant in an unique environment.

CLASSROOM BASIC INFORMATION

Community _____ Date _____

Location _____ Observer _____

Name of Teacher _____

Directions

Evaluate items 1-9 with the following ratings:

AA = Acceptable Aspects
ANI = Aspects in Need of Improvement
NA = Not Applicable or Not Observable

Add on other observations and rate as above.

	AA	ANI	NA
PHYSICAL FEATURES			
1. Sufficient space for number of participants			
2. Adequate lighting			
3. Adequate heating/ventilation			
4. Environment conducive to learning			
MATERIALS			
5. Materials geared to adults			
6. Sufficient Materials			
A. Workbooks			
B. Audio-Visuals			
C. Texts			
D. Teacher prepared			
7. Individual folders for each adult			
A. Test data			
B. Prescriptions			
STAFF			
8. Effectiveness			
9. In-Service Training			
OTHER OBSERVATIONS			
10. _____			
11. _____			
12. _____			

STAGE 3 - HARD TO OBSERVE ITEMS

3-A WHAT WE DID

We agreed that we had to look for evidences of good teaching, i.e., facilitated learning. We agreed that we also needed evidence of student learning. We agreed both were difficult to observe.

We agreed that the teaching-learning model we found most appropriate was one that accounted for diagnostic-prescriptive learning with the following four steps:

1. Placement
2. Diagnosis
3. Prescription
4. Instruction, Reinforcement, Evaluation

3-B WHAT WE GOT

The following page reproduces our model in outline.

We now had a skeleton outline that we could use to organize, analyze, and improve all the evaluation suggestions given us by teachers and supervisors.

CLASSROOM OBSERVATION

EVIDENCE OF LEARNING

PLACEMENT

DIAGNOSIS

PRESCRIPTION

INSTRUCTION, REINFORCEMENT, EVALUATION

EVIDENCE OF FACILITATED LEARNING

PLACEMENT

DIAGNOSIS

PRESCRIPTION

INSTRUCTION, REINFORCEMENT, EVALUATION

STAGE 4 - ACCEPTABLE EVIDENCE

4-A WHAT WE DID

We came up with a number of categories of evidence of learning and facilitated learning. Each of these categories is printed in ALL CAP's on the form.

We gave an example of each category. These illustrations come immediately after the ALL CAP's.

We left room for other observable behaviors and comments.

4-B WHAT WE GOT

The following page reproduces the categories and illustrations we agree to discuss.

These categories and illustrations had the following characteristics:

a. The items were short and readable.
b. The items were nominated by teachers and supervisors
c. The items were concerned with behaviors that are directly related to learning and teaching,
d. In-service staff development specialists expressed the opinion that these items could be used to identivy needed staff training,
e. The persons who were to receive the evaluation data were satisfied with most of the items since the data could be used in resource allocation such as training,

CLASSROOM OBSERVATION

TEACHER BEHAVIOR
ACCEPTABLE AS
EVIDENCE OF FACILITATED LEARNING

ADULT LEARNER BEHAVIOR
ACCEPTABLE AS
EVIDENCE OF LEARNING

AA	ANI	NA	THE TEACHER	AA	ANI	NA	LEARNERS
			1. GOALS: Pursues the goals of continuing education: to help make adults literate, ready for HSE or further education and to help them function as adults				1. OBJECTIVES: Express expectations on becoming literate, passing HSE, or going on to further education
			2. OBJECTIVES: Provides clear cut expectations				2. SELF-STARTER: Start work immediately without waiting for the teacher
			3. PLANNING: Listens to learner expectations				3. SELF-CORRECTORS: Correct their own work
			4. FACILITATOR: Acts as a resource person				4. SELF-PRESCRIBERS: Select their own next learning steps
			5. LESSON PLAN: Allocates a reasonable percentage of time for reading, math, language art, and social living				5. BALANCED CURRICULUM: Participate actively in several activities: for example, math, reading, social living skills
			6. 3-D LAW: Doesn't dominate discussions				6. PROMOTION: Move on to the next level in a reasonable time
			7. PSYCHOLOGY: Treats learner as an adult				7. PARTICIPATION: Answer questions of other adults
			8. DIAGNOSIS: Works with small groups of adult learners who have a common problem				8. SHARING: Act as resource persons or peer tutor (on occasion)
			9. RESOURCE: Seems knowledgable about available materials and why used when talking to evaluator				
			10. TECHNOLOGY: Makes hardware available for adult use				
			11. INDIVIDUALIZATION: Makes learning stations available for adult use				
			12. UPDATING: Updates classroom resources to include newly available materials				

NOTE: Other observable behaviors and comments may be added on this form

STAGE 5 - DEAD END

5-A WHAT WE DID

We typed up part of the form.

We squeezed it from two pages down to one page.

5-B WHAT WE GOT

The form looked terrible, i.e., complicated and messy. Look for yourself at the following page.

We had a problem we had to solve. The form had to fit on one piece of paper, and yet we had to squeeze it all in and retain all the same data in less space.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Continuing Education

Location _____ Date _____

Name of Teacher _____ Observer _____

REVIEW OF BASIC EDUCATION ACTIVITIES

1. Time of Visitation: ___ 9-12 ___ 1-3 ___ 5-7 ___ 7-10
2. Program Identification
   A ___ Locally funded B ___ ABE C ___ WEP D ___ Other _____
3. Class Designation
   A ___ ESL B ___ 0-2 C ___ 3-4 D ___ 5-6 E ___ 7-8 F ___ Mixed G ___ HSE
4. Availability of support staff (Check those available at site)
   A ___ T-I-C (Administrator B ___ Counselor C ___ Lab Specialist
   D ___ Life Skills educator E ___ Teacher assistant F ___ Teacher aide
   G ___ Testing aide H ___ Recruiter
5. Adults present
   A ___ 0-9 B ___ 10-20 C ___ 21-Over
6. Adults currently registered
   A ___ 0-9 B ___ 10-20 C ___ 21-Over
7. Average attendance during last five class days
   A ___ 0-9 B ___ 10-20 C ___ 21-Over

CLASSROOM BASIC INFORMATION

Directions: Evaluate items 8-19 with the following ratings:
AA = Acceptable Aspects ANI = Aspects in Need of Improvement
NA = Not Applicable or Not Observable

			AA	ANI	NA
Physic Features	8. Sufficient space for number of participants	8			
	9. Adequate lighting	9			
	10. Adequate heating/ ventilation	10			
	11. Environment conducive to learning	11			
Materials	12. Materials geared to adults	12			
	13. Sufficient Materials	13			
	A. Workbooks	A			
	B. Audio-Visuals	B			
	C. Texts	C			
	D. Teacher prepared	D			
	14. Individual folders for each adult	14			
	A. Test data	A			
	B. Prescriptions	B			
Staff	15. Effectiveness	15			
	16. In-Service Training	16			
Other Observations here and rate as above	17. _____	17			
	18. _____	18			
	19. _____	19			

STAGE 6 - FIELDTEST VERSION

6-A WHAT WE DID

We had a graphics analyst reduce the form to two sides of a piece of paper.

We made enough copies to fieldtest the first self-standing version.

6-B WHAT WE GOT

We received a reproducible document that could be fieldtested. It is reproduced on the following two pages.

The fieldtest version had the following chararacteristics:

a. The form was reproducible.
b. The format was readable.
c. The content was acceptable.
d. Each item was subject to revision.
e. Several hundred people had helped write the form and had begun to identify with its contents.

CLASSROOM BASIC INFORMATION

Community_____ Date_____

Location _____ Observer_____

Name of Teacher_____

DIRECTIONS

Evaluate items 1-9 with the following ratings:
AA = Acceptable Aspects
ANI= Aspects in Need of Improvement
NA = Not Applicable or Not Observable

Add on other observations and rate as above.

		AA	ANI	NA
PHYSICAL FEATURES				
1. Sufficient space for number of participants	1.			
2. Adequate lighting	2.			
3. Adequate heating/ ventilation	3.			
4. Environment conductive to learning	4.			
MATERIALS				
5. Materials geared to adults	5.			
6. Sufficient Materials	6.			
A. Workbooks	A			
B. Audio-Visuals	B			
C. Texts	C			
D. Teacher prepared	D			
7. Individual folders for each adult	7.			
A. Test data	A			
B. Prescriptions	B			
STAFF				
8. Effectiveness	8.			
9. In-Service training	9.			
OTHER OBSERVATIONS				
10._____	10.			
11._____	11.			
12._____	12.			

13. Program Identification:
ABE____ WEP___ OTHER___

14. Time of Visitation:
☐ 9-12 ☐ 1-3
☐ 4-7 ☐ 7-10

15. Class Designation:
☐ ESL --specify level _____
☐ 0-2 ☐ 7-8
☐ 3-4 ☐ mixed
☐ 5-6

16. Availability of Support Staff:
☐ Tic (Adm) ☐ Tch.As
☐ Counselor ☐ " Aid
☐ Lab. Spec. ☐ Test
☐ LSE ☐ Recruiter

17. Adults present:
☐ 0-9 ☐ 10-20
☐ 21+

18. Adults currently regstd.
☐ 0-9 ☐ 10-20
☐ 21+

19. Avg. Attendance-last fi days:
☐ 0-9
☐ 10-20 ☐ 21+

CLASSROOM OBSERVATION

TEACHER BEHAVIOR ACCEPTABLE AS EVIDENCE OF FACILITATED LEARNING

ADULT LEARNER BEHAVIOR ACCEPTABLE AS EVIDENCE OF LEARNING

	AA	ANI	NA
THE TEACHER			
1. GOALS: Pursues the goals of continuing education: to help make adults literate, ready for HSE or further education and to help them function as adults			
2. OBJECTIVES: Provides clear cut expectations			
3. PLANNING: Listens to learner expectations			
4. FACITATOR: Acts as a resource person			
5. LESSON PLAN: Allocates a reasonable percentage of time for reading, math, language art, and social living			
6. 3-D LAW: Doesn't dominate discussions			
7. PSYCHOLOGY: Treats learner as an adult			
8. DIACNOSIS: Works with small groups of adult learners who have a common problem			
9. RESOURCE: Seems knowledgable about available materials and why used when talking to evaluator			
10. TECHNOLOGY: Makes hardware available for adult use			
11. INDIVIDUALIZATION: Makes learning stations available for adult use			
12. UPDATING: Updates classroom resources to include newly available materials			

	AA	ANI	NA
LEARNERS			
1. OBJECTIVES: Express expectations on becoming literate, passing HSE, or going on to further education			
2. SELF-STARTER: Start work immediately without waiting for the teacher			
3. SELF-CORRECTORS: Correct their own work			
4. SELF-PRESCRIBERS: Select their own next learning steps			
5. BALANCED CURRICULUM: Participate actively in several activities: for example, math, reading, social living skills			
6. PROMOTION: Move on to the next level in a reasonable time			
7. PARTICIPATION: Answer questions of other adults			
8. SHARING: Act as resource persor or peer tutor (on occasion)			

NOTE: Other observable behaviors and comments may be added on this form

STAGE 7 - FIELD REVISION

7-A WHAT WE DID

We asked more teachers, supervisors, and program directors to comment on the fieldtest version.

We ascertained the CONSENSUS of their recommended additions, deletions, changes, groupings, and regroupings.

7-B WHAT WE GOT

We developed a new set of evidence for effective teacher and learner behavior. This evidence is reproduced on the following two pages.

These revised items had the following characteristics:

a. Related items are grouped together,
b. Several of the items have been fieldtested and revised accordingly.
c. Several hundred more concerned educators have had a chance to improve the evaluation form.
d. In-depth concerns have been worked into the newly developed field revision.

TEACHER BEHAVIOR
ACCEPTABLE AS
EVIDENCE OF FACILITATED LEARNING

THE TEACHER

1. GOALS: Pursues the goals of continuing education: to help make adults literate, ready for HSE or further education and to help them function as adults

2. OBJECTIVES: Provides clear cut expectations

3. PLANNING: Listens to learner expectations

4. FACILITATOR: Acts as a resource person

5. LESSON PLAN: Allocates a reasonable percentage of time for reading, math, language art, and social living

6. 3-D LAW: Doesn't dominate discussions

8. RESOURCES: Seems knowledgable about available materials and why used when talking to evaluator

9. UPDATING: Updates classroom resources to include newly available materials

10. DIAGNOSIS: Assesses learner's needs
    a) Uses the following instrument

    _____

    b) Adjusts instruction based upon observation of learner's progress

    c) Appears sensitive to the needs of learners

11. INDIVIDUALIZATION: Meets the needs of students
    a) Makes hardware available

    b) Makes learning stations available

    c) Provides multi-level instruction

    d) Provides varied materials

    e) Works with small groups of learners who have a common problem

12. INSTRUCTION: Teaches professionally
    a) Clarity: Communicates and explains objectives and materials in a way learners can comprehend

    b) Interest: Keeps learners attentive and active

    c) Mastery: Follows up to insure learner mastery before moving on to advanced skills

    d) Presentation: Utilizes appropriat methods and materials

    e) Rapport: Functions comfortably with the class

    f) Evaluation: Uses suitable evaluating techniques

LEARNERS

1. OBJECTIVES: Express expectations on becoming literate, passing HSE, or going on to further education

2 SELF-STARTERS: Start work immediately without waiting for the teacher

3. SELF-CORRECTORS: Correct their own work

4. SELF-PRESCRIBERS: Select their own next learning steps

5. BALANCED CURRICULUM: Participate actively in several activities: for example, math, reading, social living skills

6. PROMOTION: Move on to the next level in a reasonable time

7. PARTICIPATION: Answer questions of other adults

8. SHARING: Act as resource persons or peer tutors (on occasion)

9. CLIMATE: Appear interested, enthusiastic, and active

STAGE 8 - CRITICAL REVISION

8-A WHAT WE DID

We fieldtested the form on educators who had never heard of it before.

We documented the strengths and weaknesses these disinterested critics gave us.

We revised the form accordingly.

8-B WHAT WE GOT

We developed a critically revised version which is reproduced on the following two pages.

This revision had the following characteristics:

a. The language is clearer.
b. The observations are more specific.
c. The format is more usable.
d. The appearance is more professional.

CLASSROOM BASIC INFORMATION

Community/Location ID_____ Date_____ Time: From____ To____

Object Matter/Teacher ID_____ Observer_____

1. Program Identification:
   ☐ ABE ☐ WEP ☐ OTHER

2. Time of Visitation:
   ☐ 9-12 ☐ 1-3
   ☐ 4-7 ☐ 7-10

3. Class Designation:
   ☐ ESL -- specify level _____
   ☐ 0-2
   ☐ 3-4 ☐ 7-8
   ☐ 5-6 ☐ mixed

4. Availability of Support Staff: (check all that apply)
   ☐ TIC (Adm) ☐ Tch. Ast.
   ☐ Counselor ☐ Tch. Aide
   ☐ Lab. Spec. ☐ Test Aide
   ☐ LSE ☐ Recruiter

5. Adults present:
   ☐ 0-9 ☐ 10-20
   ☐ 21+

6. Adults currently registered:
   ☐ 0-9 ☐ 10-20
   ☐ 21+

7. Average Attendance - last five sessions:
   ☐ 0-9 ☐ 10-20
   ☐ 21+

DIRECTIONS

Evaluate items 8-16 with the following ratings:
AA = Acceptable Aspects
AND = Aspects in Need of Development
NA = Not Applicable or Not Observable

Add on other observations and rate as above. ANI rating must be explained.

		AA	AND	NA
PHYSICAL FEATURES				
8. Sufficient space for number of participants, storage, & security	8.			
9. Adequate lighting	9.			
10. Adequate heating/ventilation	10.			
11. Environment conducive to learning	11.			
MATERIALS				
12. Materials geared to adults	12.			
13. Sufficient Materials	13.			
A. Textbooks and Workbooks	A.			
B. Audio-Visuals	B.			
C. Teacher prepared	C.			
14. Individual folders for each adult	14.			
A. Test data	A.			
B. Prescriptions	B.			
STAFF				
15. Effectiveness	15.			
16. In-Service training	16.			
OTHER OBSERVATIONS				
17. _____	17.			
18. _____	18.			
19. _____	19.			

ACCEPTABLE AS EVIDENCE OF FACILITATED LEARNING

ACCEPTABLE AS EVIDENCE OF LEARNING

AA	A'	NA	THE TEACHER	AA	ANI	NA	LEARNERS
			1. GOALS: Pursues the goals of continuing education: A) Helps make adults literate, ready for HSE or further education and to help them function as adults B) Provides clear cut expectations and objectives in long term and daily plans C) Treats learner as an adult D) Basic Skills: Allocates a reasonable percentage of time for reading, math, language art, and social living				1. OBJECTIVES: Express expectations on becoming literate, getting 8th grade diploma, passing HSE, or going on to further education
			2. DIAGNOSIS: Assesses learner's needs: A) Uses the following formal and informal instruments to determine strengths and weaknesses of adults B) Adjusts instruction based upon observation of learner's progress C) Listens to learner expectations and feedback				2. INDEPENDENCE: Learn as adults: A) Self-Starters: Start work immediately without waiting for the teacher B) Self-Correctors: Correct their own work C) Self-Prescribers: Select their own next learning steps D) Climate: Appear interested, enthusiastic, and active
			3. INDIVIDUALIZATION: Meets the needs of students: A) Makes hardware available B) Makes learning stations available C) Provides multi-level instruction D) Provides varied materials and choices among learning activities E) Works with small groups of learners who have a common problem F) Acts as a resource person				3. BALANCED CURRICULUM: Participate actively in several activities: for example: A) Math B) Reading C) Social living skills
			4. INSTRUCTION: Manages individualized instruction method capably: A) Clarity: Gives good directions B) Interest: Motivates well C) Presentation: Appears knowledgable about newly available materials and their use D) Evaluation: Uses suitable evaluating techniques including frequent and immediate feedback to adult learners E) 3-D Law: Doesn't dominate discussion				4. PROGRESS: Function as adults: A) Promotion: Move on to the next level in a reasonable time according to progress records B) Participation: Answer questions of other adults C) Sharing: Act as resource persons or peer tutors (on occasion) D) Values: Set priorities and make decisions

NOTE: Other observable behaviors and comments may be added on this form

STA 9 - CATEGORIZED REVISION

9-A WHAT WE DID

We agreed that our accepted model of diagnostic prescriptive teaching consisted of four phases:

DIAGNOSIS
PRESCRIPTION
INSTRUCTION
EVALUATION

We re-arranged all acceptable items to fit into these categories.

9-B WHAT WE GOT

We had developed an acceptable checklist of observable classroom teacher and learner behaviours. This checklist is reproduced on the following page.

We had developed an evaluation design that sampled areas we considered important.

ACCEPTABLE AS EVIDENCE OF FACILITATED LEARNING

AA	AND	NA

THE TEACHER

1. GOALS: Pursues the goals of continuing education:
   - A) Helps make adults literate, ready for HSE or further education and to help them function as adults
   - B) Treats learner as an adult
   - C) Allocates a reasonable percentage of time to math, reading, social living skills, and life skills (if applicable)

2. DIAGNOSIS: Assesses learner's needs:
   - A) Uses the following formal and informal instruments to determine strengths and weaknesses of adults: _____
   - B) Listens to learner expectations

3. PRESCRIPTION: Sets up instruction based upon learner's competencies:
   - A) Provides clear cut expectations and objectives
   - B) Provides long term plans
   - C) Provides daily plans
   - D) Assigns materials for development of missing skills
   - E) Uses available hardware
   - F) Acts as a resource person

4. INSTRUCTION: Manages individualized class instruction method capably:
   - A) Clarity: Gives good directions
   - B) Interest: Motivates well
   - C) Individualization: Provides multi-level instruction
   - D) Resources: Provides varied materials and choices among learning activities
   - E) Assistance: Works with small groups of learners who have a common problem
   - F) Presentation: Appears knowledgable about newly available materials and their use
   - G) Reinforcement: Uses suitable evaluating techniques including frequent and immediate feedback to adult learners
   - H) 3-D Law: Doesn't dominate discussion

5. EVALUATION: Checks up on results of instruction:
   - A) Provides posttests as appropriate
   - B) Starts a new learning sequence or represcribes as necessary
   - C) Listens to feedback from learners
   - D) Adjusts diagnosis, prescription, and instruction on basis of results

ACCEPTABLE AS EVIDENCE OF LEARNING

AA	AND	NA

LEARNERS

1. OBJECTIVES: Express expectations on becoming literate, getting 8th grade diploma, passing HSE, or going on to further education

2. INDEPENDENCE: Learn as adults:
   - A) Self-Starters: Start work immediately without waiting for the teacher
   - B) Self-Correctors: Correct their own work
   - C) Self-Prescribers: Select their own next learning steps (when appropriate)
   - D) Climate: Appear interested, enthusiastic, and active

3. BALANCED CURRICULUM: Participate actively in several activities (if applicable); for example:
   - A) Math
   - B) Reading
   - C) Social living skills
   - D) Life skills
   - E) Other: _____

4. GROWTH AND DEVELOPMENT: Progress as adults:
   - A) Promotion: Move on to the next level in a reasonable time
   - B) Participation: Answer questions of other adults
   - C) Sharing: Act as resource persons or peer tutors (on occasion)
   - D) Values: Set priorities and make decisions
   - E) Maturity: Function as adults

NOTE: Other observable behaviors and comments may be added on this form

STAGE 10 - FINAL REVISION

10-A WHAT WE DID

We added asterisks to pinpoint questions that might require interviews as well as observations.

We had all concerned individuals reread the revision before giving sign-off approval.

We printed enough copies for the evaluation.

10-B WHAT WE GOT

An examination of the following two pages revealed that the final revision had the following characteristics:

A. All items can be rapidly tabulated.
B. All forms can be used to develop individual and group totals in the AA, AND, and NA columns.
C. The forms can be converted into summary pages by inserting in each square the exact count for an evaluator, a region, or total State.
D. Analysis of comments required a more detailed set of summary pages.

CLASSROOM OBSERVATION

Community/Location ID_____ Date_____ Time: From___ To___

Subject Matter/Teacher ID_____ Observer_____

1. Program Identification:
   ☐ ABE ☐ WEP ☐ OTHER

2. Time of Visitation
   ☐ 9-12 ☐ 1-3 ☐ 4-7 ☐ 7-10

3. Class Designation:
   ☐ ESL -- specify level _____
   ☐ 0-2 ☐ 3-4 ☐ 5-6 ☐ 7-8
   ☐ Mixed: _____
   ☐ Other: _____

4. Availability of Support Staff:
   (Check all that apply)
   ☐ TIC (Adm) ☐ Teacher Asst.
   ☐ Counselor ☐ Teacher Aide
   ☐ Lab. Spec. ☐ Test Aide
   ☐ Staff Developer ☐ Security
   ☐ LSE ☐ Recruiter
   ☐ Other: _____

5. Adults present:
   ☐ 0-9 ☐ 10-20 ☐ 21+

6. Adults currently registered:
   ☐ 0-9 ☐ 10-20 ☐ 21+

7. Average Attendance - last five sessions:
   ☐ 0-9 ☐ 10-20 ☐ 21+

DIRECTIONS

Evaluate items 8-29 with the following ratings:
AA = Acceptable Aspects
AND = Aspects in Need of Development
NA = Not Applicable or Not Observable

Add comments and other observations and rate as above.

AND ratings must be explained.

	AA	AND	NA
8.			
9.			
10.			
11.			
12.			
13.			
A.			
B.			
C.			
D.			
14.			
A.			
B.			
15.			
16.			
17.			
18.			
19.			
20.			

PHYSICAL FEATURES

8. Sufficient space for number of participants, storage, & security

9. Adequate lighting

10. Adequate heating/ventilation

11. Environment conducive to learning

MATERIALS

12. Materials geared to adults

13. Sufficient Materials
   A. Textbooks and Workbooks
   B. Media
   C. Teacher prepared
   D. Variety of materials

STUDENT RECORDS

14. Individual folders for each adult
   A. Test data
   B. Prescriptions

STAFF (Summary of items #21 - 29)

15. Effectiveness

16. In-Service training

OTHER OBSERVATIONS AND COMMENTS

17. _____
_____

18. _____
_____

19. _____
_____

20. _____
_____

ACCEPTABLE AS EVIDENCE OF FACILITATED LEARNING

AA	AND	NA

THE TEACHER

21. GOALS: Pursues the goals of continuing education: (*)
    A) Helps make adults literate or attain English language proficiency
    B) Prepares adults for 8th grade competency, HSE, further education, life coping skills, or community participation
    C) Assists adults toward gainful employment or upgrading in job
    D) Fosters adult responsibility and independence (Summary of 27 and 29)

22. DIAGNOSIS: Assesses learner's needs:
    A) Uses the following formal and informal instruments to determine academic strengths and weaknesses:

    _____

    B) Acknowledges learner goals

23. PRESCRIPTION: Sets up instruction based upon learner's competencies:
    A) Provides clear cut expectations and objectives
    B) Provides long term plans
    C) Provides daily plans
    D) Assigns materials for strengthening needed skills
    E) Uses available equipment and resources
    F) Acts as a resource person

24. INSTRUCTION: Manages individualized class instruction method capably:
    A) Clarity: Gives good directions
    B) Interest: Motivates well
    C) Individualization: Provides multi-level instruction
    D) Resources: Provides varied materials and choices among learning activities
    E) Assistance: Works with small groups of learners who have a common problem and divides time equitably
    F) Presentation: Appears knowledgable about newly available materials and their use (*)
    G) Reinforcement: Uses suitable evaluating techniques including frequent and immediate feedback to adult learners
    H) 3-D Law: Doesn't dominate discussion

25. EVALUATION: Checks up on results of instruction:
    A) Provides posttests as appropriate
    B) Starts a new learning sequence or represcribes as necessary
    C) Listens to feedback from learners
    D) Adjusts diagnosis, prescription, and instruction on basis of results

ACCEPTABLE AS VISIBLE EVIDENCE OF LEARNING

AA	AND	NA

MOST LEARNERS

26. OBJECTIVES: Express expectations on becoming literate, getting 8th grade diploma, passing HSE, going on to further education, or other (*)

27. INDEPENDENCE: Learn as adults:
    A) Attend regularly (*)
    B) Self-Starters: Start work immediately without waiting for the teacher
    C) Self-Correctors: Correct their own work
    D) Self-Prescribers: Select their own next learning steps (when appropriate)
    E) Climate: Appear interested, enthusiastic, and active
    F) Other:_____

28. ACADEMIC PROGRESS: Participate actively in several activities (*) (if applicable); for example:
    A) Math
    B) Reading
    C) Social living skills
    D) Life skills
    E) Other:_____

29. GROWTH AND DEVELOPMENT: Progress as adults:
    A) Promotion: Move on to the next unit or level in a reasonable time
    B) Participation: Answer questions of other adults
    C) Sharing: Act as resource persons or peer tutors (on occasion)
    D) Values: Set priorities and make decisions
    E) Maturity: Function as adults
    F) Community: Uses time well in the program both academically and socially
    G) Humanizing: Show mutual respect, sharing, and caring without sarcasm or ridicule

NOTE: Observations marked with asterisks (*) can be made during interviews or review of folders.

Length of interviews should be kept to a minimum.

Other observable behaviors and comments may be added on this form or on an attachment.

STAGE 11 - SUMMARY PAGES

11-A WHAT WE DID

We developed summary pages that permitted an item-by-item analysis with plenty of room for comments.

We provided summary pages that could serve as tally sheets. This was done by leaving enough room for ongoing tallies as well as space for final counts.

We provided a summary page format that could be used for detailed analysis.

11-B WHAT WE GOT

An examination of the following four pages revealed that the summary pages had the following characteristics:

A. Comments could be grouped by items.
B. Patterns could be recognized by item and by clusters.
C. Doublechecks could be performed on any clerical miscounts.
D. A number of counts, crosscounts, and group counts could be extracted when needed.

Continuing Education Classroom Observation

(Items #1-7)

ITEM	COUNT	ITEM	COUNT
1A. ABE		5A. 0-9	
B. WEP		B. 10-20	
C. OTHER		C. 21+	
D. BLANK		6A. 0-9	
E. GT		B. 10-20	
2A. 9-12		C. 21+	
B. 1-3		7A. 0-9	
C. 4-7		B. 10-20	
D. 7-10		C. 21+	
E. BLANK			
F. GT			
3A. ESL		ESL 1	
B. 1-2		ESL 2	
C. 3-4		ESL 3	
D. 5-6		ESL 4	
E. 7-8			
F. BLANK			
G. GT			
4A. TIC			
B. Coun			
C. Lab. Sp.			
D. St. Dev.			
E. LSE			
F. Other			
G. T. Asst.			
H. T. Aide			
I. Test Aide			
J. Secur.			
K. Recr.			35

COMMENTS

Continuing Education Classroom Observation

(Items #8-20)

ITEM	AA	AND	NA	COMMENTS
8. Space				
9. Lighting				
10. Heat/Vent.				
11. Environ.				
12. Adult mat.				
13. Sufficient				
A. Text				
B. Media				
C. Teach. Prep.				
D. Variety				
14. Folders				
A. Test				
B. Prescr.				
15. Effective				
16. Training				
17.				
18.				
19.				
20.				
A.				
B.				
C.				
D.				
E.				

Continuing Education Classroom Observation

(Items #21-24)

ITEM	AA	AND	NA	COMMENTS
21. GOALS				
A.				
B.				
C.				
D.				
22. DIAGNOSIS				
A.				
B.				
C.				
23. PRESCRIPT.				
A.				
B.				
C.				
D.				
E.				
F.				
24. INSTRUCT				
A.				
B.				
C.				
D.				
E.				
F.				
G.				
H.				

Continuing Education Classroom Observation

(Items #25-29)

ITEM	AA	AND	NA	COMMENTS
25. EVAL.				
A.				
B.				
C.				
D.				
26. OBJ.				
27. INDEPEND.				
A.				
B.				
C.				
D.				
E.				
F.				
28. ACAD. PROG.				
A.				
B.				
C.				
D.				
E.				
29. GROW. DEV.				
A.				
B.				
C.				
D.				
E.				
F.				
G.				